

Greek History : Matthew Trundle

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Course Content

This course is a survey of Greek history from 1600 BCE – 150 CE, although much emphasis is given to the period from 750 BCE - 322 BCE. The sources and methods used in studying the Greek past play a significant role throughout in order to provide students with the tools to study Greek history on their own. The narrative of Greek historical events provides the backdrop for discussions concerning intellectual, social, economic, political and military developments in the ancient Greek world.

Learning Objectives

The objective of this course is that the student should understand the main academic themes and problems that are integral to studying ancient Greek history. Of utmost importance in this is the ability to understand and analyse primary evidence (ancient texts, coins, archaeological sites, pottery etc.) and process the main trends of modern historiography, for example, Oswyn Murray's *Early Greece*, which is itself based upon primary evidence. Course examinations and written assignments will test each student's ability to do these things. Successful students should be able to discuss primary evidence and be familiar with methods of its analysis and the many problems of reconstructing Greek history. They should have a broad outline of the changes that historians have identified in the ancient Greek world. From this understanding they will be in a position to study Greek (and ancient) history and culture more independently, and in greater detail, in the years to come.

Expected Workload

There is a great deal to understand in this course, names, places, ideas and events, and students should be prepared for an average of approximately twelve hours of work per week, including class hours. It will all be worthwhile in the end!

Readings

There is no single textbook that alone can and does do justice to Greek history. Ancient Greek history is constantly evolving and ideas about the past are always in flux. As with the Internet (see below) secondary materials on the ancient world require you to be critical and thoughtful about the validity of the information they contain. For these reasons, CLAS 104 has no required secondary textbook that serves as a single resource for information about Greek history. Nevertheless you are strongly encouraged to make use of the books in the further reading section below in order to assist you in studying and understanding the key events and problems relating to Greek history. Trust no one until you have sought the truth for yourself!

Essential Texts: Primary Source Material (Required)

Primary sources are ancient sources (perhaps written texts, perhaps archaeological). They need not themselves be accurate about those things they report, but their proximity in time to the events and people they describe give them an important status as evidence about the ancient world and are the principal medium by which we understand the past today. Note that the abbreviations in the square brackets below are used in the lecture schedule at the rear of this handout to indicate relevant reading material for each lecture.

- *CLAS 104 Course Materials* from Student Notes Centre . [CM]
- Herodotus, *Histories*, A. de Selincourt trans. Revised with Introduction and notes by John Marincola. Penguin. [Hdt]
- Thucydides. *The Peloponnesian War*. R. Warner trans. Penguin. [Thuc.]
- Xenophon, *A History of My Times (Hellenica)* Penguin [Xen]

Additional Primary Source Material

- Plutarch, *Lives (The Rise and Fall of Athens, The Age of Alexander)*. Penguin) [Plut + name]
- Fornara, C. *Archaic Times to the End of the Peloponnesian War*. Cambridge, 1977. [CF]
- Harding, P. *From the End of the Peloponnesian War to the Battle of Ipsus*. Cambridge, 1985. [PH].

Secondary Source Material and Further Readings

Secondary sources (modern books, films, the internet) are not ancient evidence. They were produced by people (like you and me) who did not live in the ancient world, but who researched (or in some cases invented) aspects of the past sometimes using primary materials sometimes only using their imagination. Their conclusions need to be checked against the ancient evidence (the primary sources). The following textbooks are not required, but reading (one or some of) them is strongly recommended for a better understanding of the Greek world.

- J.V.A. Fine. *The Ancient Greeks: A Critical History*, Harvard, 1983 [F]
- R. Osborne, *Greece in the Making 1200-479 BC*, Routledge, 1996 [O]
- A.R. Burn, *The Penguin history of Greece*, Penguin 1990 [B]
- N.G.L. Hammond, *A History of Greece to 322 BC*, Oxford 1986 [H]
- Murray, O. *Early Greece*, London, 1993. [M]
- Davies, J.K. *Democracy and Classical Greece*, Harvard. 1993. [D]
- Walbank, F.W. *The Hellenistic World*, Harvard 1981. [W]
- Rhodes, P.J. *A History of the Classical Greek World 478-323 BC*. London, 2006. [R]
- Hall, J.M. *A History of the Archaic Greek World c. 1200 – 479 BC* London 2006. [A]

There is an extensive bibliography at the end of the course materials. The course organizer can help with additional and specific works as well. However, trust no one!

ASSESSMENT REQUIREMENTS

Passing the Course

A student must obtain an overall mark of at least 50% from the combination of assessed work to pass the course. Students must achieve this final grade for a combination of marks achieved in the in-term work and the final exam.

1. Tutorials

Tutorials are an integral part of this course. They are your opportunity to discuss specific evidence for the Greek world amongst yourselves in an academic environment. The exams will reflect some of the material discussed in these tutorials. There are nine tutorials over the span of the course. **Please bring your Course Materials with you to each tutorial and ensure you have done the reading for that week's discussion (see Schedule at the end of this handout).**

N.B. Attendance in tutorials will be monitored. Your tutor will record attendance and expect participation in the tutorials. Tutorials are a central aspect of the teaching-learning process.

2. Weekly Tutorial Quiz

10%

Each tutorial (there are nine) will begin with a quick quiz worth 1% of the final grade. Students achieving a full nine out of nine will receive a bonus of one additional mark.

3. Commentary

20%

A commentary of 1000 words (approx. 4 pages, double spaced, with 2.5 centimetre margins and a 12 point font) on one section chosen from the readings 1-6 below all of which are in the course materials. The commentary should analyse and comment upon the importance of the document as a source for studying ancient history. For a guideline please see the discussion of gobbets pages 29 and 33 of the course materials and the notes below. Discuss your choice of document with your tutor or the course coordinator. Late commentaries without adequate excuse will be penalised by 10% a day.

Passages for Analysis (choose one)

1. Homer's *Iliad*, 18.185-234 and 243-270 (*Course Materials* 36-7) "Son of Atreus ... laughed over him happily."
2. Cyrene Foundation Decree (*Course Materials* 46) "On these conditions a sworn ... their descendants."
3. Herodotus, 6.156 (*Course Materials* 44) "but afterward things turned out badly for Battus ... the city of Cyrene now."
4. Solon, Fragment 2 (*Course Materials* 91) "If on our city ruin comes ... which are dear to just men."
5. Inscription of the Letter of Darius the Great (*Course Materials* 121) "The King of Kin | gs Darius, son of Hys | taspes to Gadates | his slave ... all of the truth and [...] || [...]"

4. Essay

30%

One essay is required in this course. It should contain 2000 words (8 pages, double spaced, with 2.5 centimetre margins and a 12 point font) including footnotes or endnotes. There are ten topics (below). Late essays with no adequate excuse will be penalised by 10% a day.

ESSAY QUESTIONS (2010 Examples)

1. What can we really know about the so-called Greek Dark Ages? Is the name Dark Age a fair description of the period from 1100-750 BCE?
2. In what ways did the reforms of Solon and Lycurgus reflect the political, social and economic challenges of emerging Greek *poleis* in the archaic age?
3. By analysing a single book of Herodotus' *Histories* illustrate the principal characteristics of his research techniques and methodology.
4. Why did Athens become a Radical Democracy in the fifth century BCE?
5. Was the Delian League an alliance of mutually supportive states or an Empire of the Athenians in the period from 440-412 BCE?
6. Why did the Greek states fight so many wars against each other in the period after the Great Peloponnesian War from 404 – 362 BCE?
7. Discuss the view that it was inevitable that the Greek cities of the Peloponnese, Attica and Boeotia would succumb to the rule of powers outside of the Greek world in the fourth century BCE.
8. With reference to one book of Thucydides' *Histories*, discuss how it illustrates his methodology and historical principles.
9. Why did the Persians invade the Greek mainland in 480 BCE?
10. In what ways can it be argued that Sparta was the model *polis* in the later sixth, fifth and fourth centuries BCE?

Some Guidelines for Writing Essays

The aim of an essay is to sustain a reasoned argument, using evidence (or your interpretation of evidence) to make your case about a substantial topic in Greek History. You want to show you have a command of the evidence bearing on the issue, and that you can marshal it to make a clear, coherent argument. Simplicity, clarity, and forcefulness are required in an essay, and the line between these virtues and their corresponding vices is sometimes easy to cross: avoid the tendencies to oversimplify, to drag in unrelated evidence, and to repeat yourself. A nice rule of thumb: **Introduction** - start with a thesis statement, "what you will write and how you propose to proceed," follow this with **The Argument** "argue the thesis that you have proposed in the introduction, point by point," (organization is crucial here

and it is always useful to work out a plan before you begin to write) and then **Conclusion** - restate your thesis, "write what you have demonstrated," perhaps in slightly altered form, showing how your careful consideration of the matter has prompted you to adjust your opening thesis. It is important to stay on topic and not to digress or "waffle." Examiners like to be led through an argument simply and concisely.

Essays are an opportunity to gather evidence on a problem, develop a discussion of it, and to make persuasive inferences and arguments about it. The essay is neither a book report nor a mosaic of scholarly opinion culled from the literature on a subject. Emphasis falls not on the gathering of other people's ideas, but on the formulation of your own. Essays will be graded for clarity, quality of argument, thoroughness, and if at all possible originality. The *Classics Study Guide* is now available from the Student Notes Distribution Centre, and is a very good investment. It will answer many questions you might have about preparing written assignments in Classics courses. Here are some basic things to keep in mind.

Quotations from primary sources should be placed right in the text, **not in a footnote**. For instance:

Thucydides (1.1) claims he started writing his *Histories* as soon as the war began.

Or:

By the fifth century money had become an important part of warfare in the Greek world (Thucydides, 1.11-2).

If you cite the *Course Materials*, abbreviate it *CM* and give the page number: as in (*CM* 123), although it would be ideal if you could again cite the author and work as well. Quotes over three lines should be indented and placed in the text without quotation marks and the primary source should be given in parentheses at the end. For example:

Plutarch (*Lycurgus*, 1) was aware that the very existence of Lycurgus was controversial as he stated in opening his life of the statesman:

Concerning the life of Lycurgus the Lawgiver, nothing can be said that is not disputed, since indeed there are different accounts of his birth, his travels, his death and above all, of his work as law-maker and statesman; and there is least agreement among historians as to the time in which the man lived.

Citations and Bibliography

The citation of modern authorities (secondary sources) is different. The social science method common now in scholarly journals of all kinds is the most succinct. It requires a certain bibliographical format as well. For example:-

As Clifford Geertz (1973, 205) writes, "Ideology bridges the emotional gap between things as they are and as one would have them be, thus insuring the performance of roles that might otherwise be abandoned in despair or apathy."

Alternatively you could cite this way:

As has been argued (Geertz 1973, 205) "Ideology bridges ..."

There is no need for Latin abbreviations--*op. cit.*, *loc. cit.*, *ibid.*--etc. Now if Geertz has two or more items in your bibliography from 1973, then the first one you cite is called Geertz (1973), the second one is called Geertz (1973a) and so on. In your bibliography you enter...

Geertz, C. (1973) *The Interpretation of Cultures*. New York: Basic Books.

You need to enter every source you have consulted in your bibliography, whether you have cited it or not. A bibliography is not meant to impress, but to inform. Include only items that you have read and have influenced your paper. If you use someone else's ideas you must cite the source. This is fundamental precept of scholarly morality. Changing the wording of someone else's ideas and presenting them as your own is plagiarism, a very serious offence: if in doubt, always cite your source.

For primary sources, you need not follow this convention. For instance:

Plutarch. *The Rise and Fall of Athens*. Ian Scott-Kilvert trans. Penguin 1960.

Using and Citing The Internet in CLAS 104

The Internet is a very useful resource for studying ancient history and links to many historical sites can be found through the Blackboard website at. Like any resource base, however, it is also full of useless and erroneous information. It is more prone to contain sites produced by people whose work has not been reviewed by scholars of the ancient Greek world and so the information found therein may well not be of value. When using the Internet to study the Greek world always be critical and analytical of what you are reading. Please be careful in using and believing all the information that you find on the web. When citing information on the web it is never enough to cite only the URL address as www.ancient-world.com – you must cite all of the following information including the URL. This includes: the author of the text, the title of the piece, the chapter, verse or page number of the section to which you are referring, the publisher of the website and the date that the site was updated with the information to which you are referring.

Failure to cite in a footnote any and all of this information will result in your essay being down graded by a whole grade point.

Finally, I do check for plagiarism in CLAS 104 by checking references and closely reading essays. Plagiarised essays will receive no marks.

5. Three Hour Final Exam

40%

The final exam will be scheduled in the exam period tests your cumulative knowledge of the course. It will be composed of short answer questions related to sources, methods and theories about the Greek world. There will be gobbets for commentary from the tutorial readings found in the *Course Materials* and the required primary texts, and essays on aspects of the Greek world.

The final exam is worth 40% of your total grade in the course. It is a 3 hour exam. The final exam will feature material from the whole of the course:

- (1) Short answer questions.
- (2) Gobbets for commentary.
- (3) Essays.

As the exam's aim is to test what you have learned, as opposed to testing what you do not know, each section will provide a number of choices and often no specific right answer.

Lecture Schedule

The texts assigned below should be read in preparation for each lecture or tutorial. Although only passages from the major Greek historians are assigned for each session, you are required to read all references shown in bold type: Course Materials (**CM**), Herodotus (**Hdt**), Thucydides (**Thuc**) and Xenophon (**Xen**) and these will provide gobbets for commentary in the exams. You will certainly be asked to demonstrate knowledge of these texts in the final examination. Other readings are recommended below (by abbreviation) to help you follow the course and the lectures.

- J.V.A. Fine. *The Ancient Greeks: A Critical History*, Harvard, 1983 [F]
- R. Osborne, *Greece in the Making 1200-479 BC*, Routledge, 1996 [O]
- A.R. Burn, *The Penguin history of Greece*, Penguin 1990 [B]
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- Harding, P. *From the End of the Peloponnesian War to the Battle of Ipsus*. Cambridge, 1985. [PH].

WEEK-BY-WEEK BREAKDOWN

- Week I** **NO TUTORIALS**
Introduction to the Course: Approaches, Sources and Methods
A 1-40
Greek Beginnings and the Mycenaeans
A 41-43; M 5-34; D 1-8; B 35-60; F 1-25.
Homer, *Iliad* and *Odyssey*
CM 34-40; M 35-68; F 26-27, 37-38, 44-45; B 70-75; A 41-66.
- Week II** **TUT 1: Orientation [CM 29-33]**
After the Mycenaeans - "The Dark Age"
A 41-66; M: 5-34; F 26-45; B 61-70.
Themes of the Archaic Age 1: The *Polis*
M 62-68; B 63-66; F 43-61; A 67-92
Archaic Age Themes 2: Alphabet, Hoplites, Games & Coins
M 124-136; B 75-78, 104-125; F 27, 60-63, 94-136

- Week III** **TUT 2: Dark Age and Archaic Greece [CM 34-40]**
- Themes of the Archaic Age 3: Colonization & Trade
CM 41-50, 88-90; Hdt. 4.147-164 (261-9); M 69-123, 137-158; B 83-103; F 62-93; A 93-118.
 Themes of the Archaic Age 4: Sparta
CM 48-77; Hdt. 1.65-68 (25-8), 1.82 (33-4); M 159-180; B 112-118; F 137-175; A 178-209.
 Early Athens to c. 600 BCE
CM 94-106; M 181-200; Plut. *Theseus*; B 66-70; F 176-88; A 119-44
- Week IV** **TUT 3: Greek Colonisation [CM 41-46]**
- Solon and Peisistratus: Athens in the Sixth Century.
CM 91-93; Hdt. 1.29-33 (12-15); M 181-245, 268-273; Plut. *Solon*; B 118-125; F 188-220; Plut. *Peisistratus*
 Cleisthenes and the Origins of Athenian Democracy
CM 106-109; Hdt. 5.66-76 (302-306); M 262-287; B 151-157; F 220-243; A 210-234.
 Herodotus and History
Hdt. 1.1-1.5 (3-5), 9.122 (543); M 22-28; B 225.
- Week V** **TUT 4: Cleomenes [CM 78-88]**
- The Persian Empire and the Near East
CM 121-2; Hdt. 1.131-140 (55-58), 3.88-96 (190-193), 4.36-41 (227-228); M 246-261; B 126-129, 146-151; F 244-269; A 255-266.
 The Persian Wars I
CM 123-128; Hdt. 5.73 (305), 5.96-5.97 (316-317), 5.105-106, (319); M 278-301; B 157-163; F 269-288
 The Persian Wars II
CM 121-128; Hdt. 7.139 (415); M 288-301; B 163-192; 288-328; F 289-328; Hdt. 6.103-9-end (358-543)
- Week VI** **TUT 5: The Persian Wars [CM 123-125; Hdt, *Passim*]**
- The Delian League
CM 128-138; Thuc. 95-103, 108-117; D 64-86; B 193-208; F 329-350; R 14-40; A 267-275; Plut. *Aristeides* and *Cimon*
 The Athenian Empire
CM 128-138; D 9-36, 51-63; B 238-245; F 383-441; R 41-53.
 Athenian Democracy
CM 109-113, 139-166; D 64-86; B 208-224; F 351-382; R 54-70.
- Week VII** **NO TUTORIALS**
- The Athenian Economy
 D 87-99, 222-226; B 124, 214-215, 321-325; F 429-441; R 54-70, 116-123; A 235-249.
 Thucydides and History
Thuc. I.1-1.23 (35-49); B 258-270; F 442-456
 The Peloponnesian Wars I: 431-421
Thuc. Book 1; CM 166-172; D 117-128; Plut. *Pericles* 195-200; B 219-224, 258-270; F 352-371, 357-487; R 81-115.

- Week VIII TUT 6: Modes of Government [CM 139-153]**
 Peloponnesian Wars II: 421-413
CM 173-193; Thuc. Books 5-7; D 87-116; B 225-237, 271-279; R 116-141.
 The Peloponnesian Wars III: 414-404
Thuc. (book 8) 414-427, 483-537; Xen, 1.1-2.2; D 134-135; B 280-299; F 488-518; R 142-171; Plut. *Nicias*
 Athens After the Peloponnesian Wars
CM 196-197; Xen, 2.3-2.4; PH 8-11, 19-26; D 151-173; B 299-304; F 518-539; R 172-188, 257-272
- Week IX TUT 7: The Origins of the Peloponnesian War [CM 166-172]**
 The Early Fourth Century I
CM 194-211; Xen, 3; PH 35-38; Plut. *Pelopidas*; D 174-197, 214-234; B 305-320; F 539-604; R 189-225.
 The Early Fourth Century II
CM 194-211; Xen, 4-5; Xen, 6-7; D 174-197; B 305-320; 539-604; R 226-256
 Philip II of Macedon
CM 211-220; PH 82-82-100, 111-113, 117-125; D 235-260; B 326-336; F 605-683; R 294-327
- Week X TUT 8: The Fourth Century [CM 194-196(-204)]**
 Alexander III (the Great) of Macedon
CM 221-224; W 29-45; W 13-28; Plut. *Alexander*; B 336-342; R 347-366
 Alexander's World
 W 46-59; B 347-352; R 367-383
 The Hellenistic World
 PH 152-161, 165-169, 176; W 60-78, 159-197; B 342-347, 352-368; R 384-387
- Week XI TUT 9: The Murder of Philip II of Macedon [CM 211-220]**
 Warfare and Greek History
 Coinage and Greek History
 The Olympic Games and Greek History
- Week XII Voluntary Revision Tutorials (TBA)**
 The Coming of the Romans
 Greece in the Roman Empire
 Review of the Course and Exam Preview

Have Fun!